

12R065 Libby Legacy Project

2012 Regular Grant

Libby Legacy Project

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FollowUp Form

Report Fields

Project Name*

Name of Project

12R065 Libby Legacy Project

Humanities Montana Grant Expenses*

Please enter the figure found in Column One of your Final Financial Report Form--Expenses from Humanities Montana Grant.

\$3,580.78

In-Kind Costs*

Please enter the figure found in Column Two of the Financial Report Form--In-Kind Costs.

\$13,700.00

Other Cash Expenses*

Please enter the figure found in Column Three of the Final Financial Report Form--Other Cash Expenses Not from Humanities Montana Grant.

\$3,000.00

Financial Report

Upload Final Financial Report Form

Please upload the completed Final Financial Report Form via the browse button below. You can access a blank form at <http://www.humanitiesmontana.org/grants/manage/index.php>. by clicking the "Final Financial Report Form" link on the right side of the page.

Libby Legacy Final Grant Budget.xls

Project Information

Project Narrative

Please enter or upload a project narrative (no more than three pages). Your narrative should: 1. Describe your project including the dates and locations of grant events. 2. Describe the project goals and to what degree they were met. 3. Describe any ways in which the project differed from the proposal.

Upload or enter your narrative*

Libby Legacy Project Narrative.docx

Humanities Scholars*

Please upload or list the humanists/scholars involved in your project, along with a description of their contributions.

Libby Legacy Humanities Scholars.docx

Humanities Scholars*

Enter the number of humanities scholars involved.

9

Programs, Brochures, Ads, and Reviews

Please create one electronic file which contains samples of any programs, brochures, ads, reviews, and/or other publicity, and upload the document in the space provided below. If not available in electronic format, please mail samples of publicity to Humanities Montana, 311 Brantly, Missoula, MT 59812.

Libby Legacy Press.pdf

Pictures

Please create one document which contains pictures of your event/program.

[Unanswered]

Evaluation Results*

Please upload or provide a detailed summary of the results of all evaluations of your project.

Informal evaluations of the Libby Legacy Project from the community were overwhelmingly positive. Specific evaluations filled out by students in the course are attached below.

Libby Legacy Project Evaluations.pdf

Lessons Learned and Follow-up*

Please describe or upload: 1. What elements of your project worked most effectively; 2. In retrospect what would you do differently; and 3. What follow-up activities do you plan or would you suggest others pursue?

Libby Legacy Follow-Up.docx

Don't forget to save as draft

Don't forget you can save as draft at any time!

Audience Demographics

Attendance--Male

Approximately what percent of your audience was male ex: 40%)

[Unanswered]

Attendance--Female

Approximately what percent of your audience was female? (ex: 60%).

[Unanswered]

Ethnicity

What ethnicities were the members of your audience? (ex: 50% white, 25% African American, 25% Asian)

[Unanswered]

Age

What percent of your audience was under 25, 26-60 and over 60? (ex: 30% under 25, 40% 26-60, 30% over 60)

[Unanswered]

Events & Attendance

The following questions gather event and attendance information required by the National Endowment for the Humanities.

PLEASE NOTE: you may need to enter the same project/event and participant/attendee counts 2 or MORE times (e.g. if 100 people attended a conference in a library, you would count them for BOTH attendees at events in libraries AND attendees of conference/symposia).

Some project/events have multiple DIFFERENT attendee/participants counts (e.g. a historic photo exhibit in a local museum with visitor counts that also has a website of the same photos with a number of web visitors)

Television Programs/Events

Number of broadcasts

[Unanswered]

Total number of viewers for all broadcasts

[Unanswered]

Radio Broadcasts

Number of Radio Broadcasts

[Unanswered]

Total number of radio listeners for all broadcasts

[Unanswered]

Technology (Web Projects, CD-Roms, etc.)

Number of technology products

9

Total Audience for Technology Projects

Total Number of sales, website visitors, etc.

220

Film, Slide, Photography, Video, DVD

Total Number of film showings or exhibits

[Unanswered]

Total Audience Film, Photography, DVD, etc.

[Unanswered]

Publications

Number of publications

1

Total Audience for Publications

Total number of readers, sales

25

Exhibitions

Number of Exhibitions

[Unanswered]

Total number of exhibition attendees

[Unanswered]

Projects in Museums

Number of Projects in Museums

[Unanswered]

Total number of visitors who viewed the project(s) in a Museum(s)

[Unanswered]

Projects in Libraries

Number of projects in libraries

1

Total number of individuals attending/viewing projects in libraries

15

Discussion Programs

Number of discussion programs (book, film, lecture and discussion, conversations)

[Unanswered]

Total Audience/Participants for Discussion Programs

Total number of attendees/participants in discussion programs, e.g. if 10 people attended 5 book discussion sessions the total would be 50.

[Unanswered]

Conferences, Symposia, Lectures

Number of conferences, symposia, and lectures

9

Total number of attendees, participants in conferences, symposia, and lectures

870

Literacy Projects

Number of Literacy Projects

[Unanswered]

Total attendees/participants in literacy projects

[Unanswered]

Festivals

Number of festivals (book, film, theater, fairs, celebrations)

[Unanswered]

Total number of attendees/participants in festivals

[Unanswered]

Living History, History Theater, Chautauqua

Number of living history, history theater, chautauqua presentations

[Unanswered]

Total number of attendees at living history, history theater, chautauqua presentations

[Unanswered]

Speakers Bureau

Number of speakers bureau presentations

[Unanswered]

Total number of attendees at speakers bureau presentations

[Unanswered]

Fellowships/Research Projects

Number of fellowships/research projects

[Unanswered]

Total number of individuals attending presentations or receiving results of research

[Unanswered]

K-12 Teacher Projects

Number of K-12 teacher projects

institutes or seminars, workshops, fellowships, curricular projects, awards

9

Total number of K-12 teacher project attendees/participants/recipients

23

Student Projects

Number of student projects

history day, authors or scholars in schools, oral histories, pictorial histories

[Unanswered]

Total number of participants/attendees in student projects

[Unanswered]

Preservation & Access Projects

Number of preservation or access projects

historic buildings, photographs, dictionaries of languages

[Unanswered]

Total number of participants/visitors to preservation and access projects

[Unanswered]

Local History Projects

Number of local history projects

cultural heritage tourism, sister cities, walking tours, site presentations, cultural trips, research and local oral history projects

2

Total number of participants/attendees in local history projects

180

Feedback

Online Application Process

Please rate Humanities Montana's online application process

5

Online Final Reporting Process*

Please rate the Humanities Montana online final reporting process.

5

Humanities Montana Staff

Please rate Humanities Montana staff. Were they helpful and friendly?

6-excellent

Comments to Humanities Montana

Please tell us what you liked about the Grant application, award, or reporting processes. We are particularly interested in how we can improve any part of the process. Please be candid, we can't get better without your input!

THANK YOU!

[Unanswered]

File Attachment Summary

Applicant File Uploads

- Libby Legacy Final Grant Budget.xls
- Libby Legacy Project Narrative.docx
- Libby Legacy Humanities Scholars.docx
- Libby Legacy Press.pdf
- Libby Legacy Project Evaluations.pdf
- Libby Legacy Follow-Up.docx

Final Financial Report Form

Please upload this form with your on-line final report. And please enter the three expense column totals as prompted in your on-line final report.

Program Title: _____ Libby Legacy Project

For the Period: _____ 1-Aug

to _____ March 2013 _____

Sponsoring Organization: _____ Libby Legacy Project

Grant Number: _____ 12R065

Income:

	Prospective	Committed	In-Kind Contributions	Cash Income
Source 1: Libby Legacy Project Personnel	<input type="checkbox"/>	<input type="checkbox"/>	\$8,000	
Source 2: Visiting Scholar/Speaker Honoraria	<input type="checkbox"/>	<input type="checkbox"/>	\$1,200	
Source 3: Libby School District Facilities	<input type="checkbox"/>	<input type="checkbox"/>	\$4,500	
Source 4: Center for Asbestos-Related Disease Grant	<input type="checkbox"/>	<input type="checkbox"/>		\$3,000
Source 5: Humanities Montana Grant	<input type="checkbox"/>	<input type="checkbox"/>	XXXXXXXXXXXX	\$ 4,500.00
Subtotal Incomes (must equal expense totals below)				

TOTAL Income from all sources

\$21,200

	Expenses from Humanities Montana Grant	Cost-Sharing (total must meet or exceed grant)	
		In-Kind Costs	Other Cash Expenses Not from Humanities Montana Grant
Expenses:			
Personnel: Staff:		\$8,000	
Scholars/Speakers:		\$1,200	
Other:			
Travel & Per Diem:			
Speakers:	\$274.20		
Office:			
Supplies (DVDs, paper, etc.):	\$277.09		
Promotion/Publication:			
Newspaper Ads:	\$1,738.10		
Facilities & Equipment:			
Facilities:		\$4,500	
Other Expenses (itemize):			
Timeline design:			\$2,113.13
Timeline printing:	\$161.14		\$886.87
Timeline laminating:	\$1,130.25		
Subtotal Expenses	\$3,580.78	\$13,700	\$3,000.00

Total Cost Share (In-Kind + Other Cash Expenses)

\$16,700.00

Humanities Montana Final Cash Summary

a. Original Grant Award from Humanities Montana	\$4,500
b. Expenses from Humanities Montana Grant	\$
c. Amount Received to date from Humanities Montana	\$4,500
d. Amount Due from Humanities Montana (line b minus line c)	\$

/s/ Rachel J. Reckin

3/30/2013

(signature)

(date)

Certification by signing: To the best of my knowledge and belief, the above project cost figures are accurate, correct, and comply with applicable federal accounting/allowable cost regulations and other details of the project grant agreement. I also certify the sponsoring organization has accounting records documenting these figures, will retain these records for 5 years and will interpret them to auditors and other authorized examiners.

Project Narrative:

- 1) The Libby Legacy Project is a community group in Libby, Montana that designed and implemented a combination community lecture series and teacher education course through Flathead Valley Community College about the history and ramifications of mining asbestos-contaminated vermiculite near Libby. The goal of this course was to offer teachers and other community members in Libby and Troy a full image of Lincoln County's complex and controversial relationship with asbestos, with the additional goal of encouraging teachers to incorporate the Libby story into everyday classroom learning. Topics of the course, which were delivered by a variety of expert speakers, ranged from the geology of the ore body to the history of vermiculite mining in Libby to the effects of asbestos on human health. Grant monies went toward funding speakers, advertising, and other incidental costs.

All nine lectures in the series were held at the Little Theatre, which is in the School Administration Building in Libby. Each lecture was offered twice, from 4:00-5:30 and 7:00-8:30 pm, with both enrolled students in the course and general community members welcome to come to either session. A list of dates and topics of the lectures is below:

Wed., Sept. 12 – Geology and Mineralogy of Asbestos
Thurs., Sept. 20 – Discovery of Vermiculite and the Zonolite Corporation
Thurs., Sept. 27 – History of W.R. Grace and the Libby Mine
Thurs., Oct. 4 – Role of the State of Montana in the Libby Story
Thurs., Oct. 11 – Alphabet Soup: History of Governmental Agency Involvement in the Libby Story
Thurs., Oct. 25 – Biology and Toxicology of Asbestos
Thurs., Nov. 1 – Human Health: Screening and Treatment
Wed., Nov. 7 – The EPA and the Clean-Up
Wed., Nov. 14 – Current Research into the Health Effects of Asbestos

In addition, throughout this time the Legacy Project members were meeting to design a historically-accurate and unbiased timeline of events in Libby, including corporate histories of W.R. Grace and Zonolite, history of awareness of the health effects of asbestos, dates and nature of agency involvement in the Libby story, etc. Monies from an additional grant through Libby's Center for Asbestos Related Disease helped us to hire a graphic designer to design the timeline itself. Some funds from our Humanities Montana grant were used to help finance printing and laminating of these timelines, which are roughly three feet by eleven feet. The timelines were offered both in digital form and as hard copies to all of the teachers who took part in the course, for use in their classrooms. In addition, these timelines have been distributed for display to Libby's Heritage Museum, the library, the Center for Asbestos Related Disease and the local EPA, Forest Service, and state DEQ offices.

Finally, the lectures given as part of the project were all videotaped and edited, and are now online at www.youtube.com, under the Libby Legacy Project. Our timeline is also linked online at this location. In addition, DVDs of the lectures are currently available for check-out at the Lincoln County Library, and are also on file at the Heritage Museum and the schools.

- 2) The overarching goal of the Libby Legacy Project is expressed in our mission statement: "To help the Libby/Troy communities to own and embrace the legacy of mining asbestos-contaminated

vermiculite with all of its ramifications through the education of teachers, students and, ultimately, the entire community that we might learn from the past and step boldly into the future.”

For this stage of our project, we had four specific goals that fall under our larger goal:

- 1) The design and execution of a teacher continuing education course that offers local teachers the opportunity to gain a fuller understanding of Libby’s asbestos contamination. This course will also facilitate the development of school curriculum that integrates the Libby story into Libby classrooms.
- 2) The execution of evening lectures using speakers from the continuing education course, in an effort to reach more members of the broader community with their information.
- 3) Students ranging from grades K-12 learn about asbestos contamination and vermiculite history throughout their education. For example, elementary school students learn about how to protect their own health and safety by avoiding activities that produce dust. Middle schoolers learn about the volcanic processes that produce vermiculite and asbestos in science classes. And high schoolers undertake Montana History-type projects using the database of oral history and primary documents available to them to answer research questions about the Libby story.
- 4) Because schools are such a central part of any community, particularly a small and geographically isolated one, children’s involvement in the story of asbestos contamination augments parental involvement in and information about this issue.

At this point, we feel we have more than fulfilled the first two of these goals through our lecture series and college course in fall 2012. We had 23 local teachers, which is roughly one-third of the faculty, enrolled in the college course. Each week we had an average of around 100 community members attending the lectures, with a total attendance of 870 people over the 9 lectures. The videos on our youtube channel, though they have been posted for only about two months, have already had over 220 views.

The third and fourth goals shown above are longer-ranging, and we hope that they will develop over time. At the end of each lecture, we had the teachers fill out a response form which encouraged them to think about the information in terms of how they might present it in their own classroom, and their final paper for the class also focused on this theme. We have informally heard from teachers, both on their course response forms and otherwise, that some of them have already been using the information. The Libby Legacy timeline we built has already been used in a number of classrooms to address the Libby story.

- 3) For the most part, the execution of this project differed very little from our original proposal. The largest divergence may be the prominence of the Libby Legacy timeline to the project. We discovered that the timeline played an integral role in our design of the order and topics of speakers, and the production of the timeline gave us something concrete to provide to teachers and the community at large at the close of the course. The Humanities Montana grant, while not paying for the graphic design of the timeline, did assist with funding for printing and laminating these important teaching tools.

Humanities Scholars:

Rachel Reckin – MA Anthropology, Archaeologist/Cultural Resource Manager, Kootenai National Forest

I have served as the official project director for purposes of this grant. I also served as the official professor of our course through Flathead Valley Community College. In short, this meant that once the lecture series began I handled much of the logistics of speaker coordination, speaker introductions, videotaping, and the practicalities of the course itself. This included arranging for DVD distribution to absent students, grading, assignment design, etc. I attended all sessions of the course, including the 4:00 and 7:00 session each night.

Prior to the start of the class, I contributed to the design of the course itself in terms of topics, speaker selection, and throughout the process I coordinated our ongoing efforts at producing our timeline.

Sandy Matheny – Certification in Facilitation/Mediation, Facilitator of Operations and Maintenance meetings and a contractor with the EPA

As a certified and professional mediator, Sandy played a vital role as the logistics coordinator, note taker and mediator for the meetings of the Legacy Project itself. She also mediated the discussion amongst the panel of miners that we had at the Legacy Project's third session.

Les Nelson – MA of Divinity, Libby School Board Member, retired ELCA Lutheran Pastor

Les played an integral role in the design of the Libby Legacy course and the Legacy timeline. He also served as our introductory speaker and our closing speaker for the sessions, providing much-needed "bookends" to the series, and bringing overall themes together as the class drew to a close.

Kirby Maki – MA in Education, Libby Schools Superintendent

Kirby served on the Libby Legacy Project from the beginning, and provided irreplaceable school district support throughout the process, in the form of meeting space, presentation space, personnel assistance, and contributions to curriculum development.

Jeff Gruber – Libby High School History teacher

Jeff, a local history expert, spoke twice in the sessions. He did remarkable research and covered the early history of the discovery of vermiculite and the Zonolite mine, and also in the history of the WR Grace era at the mine. Jeff also provided his local expertise as a second mediator to the miner's panel at our third session. In addition, Jeff's help with the timeline was indispensable.

Tanis Hernandez – MA in Social Work, Licensed Clinical Social Worker, Administrative Director, Center for Asbestos Related Disease

Tanis played an integral role in development of both the course and the timeline, and was a consistent advocate for including aspects of social health, not just physical health, in the course and the timeline. Tanis coordinated several of the speakers, contributed massively to the timeline, and introduced several speakers in the sessions.

Gene Reckin – Libby High School Science teacher, Center for Asbestos Related Disease Board Member

As an educator, Gene played an extremely important part in designing the curriculum of the course to fit with teachers' needs and to fit well with current classroom curriculum in the schools. Gene also filmed all of the course sessions, and contributed hugely to the timeline. Finally, Gene spoke in the course itself, giving students a basic introduction to the anatomy of the human respiratory system, and the effect asbestos particles have on that system.

Paul Lammers – Juris Doctorate, Former Libby Project Site Manager with *CDM* Federal Programs Corporation

Paul presented our session on the history of overall government involvement in Libby, an immensely complicated enterprise. He also was a member of the Legacy Project from its conception, though he has since moved, and was heavily involved in design of the course and the timeline.

Lenora Reckin – Reading Specialist and Gifted-Talented Coordinator, Libby Elementary School

Lenora was involved with the Legacy Project from the start, and as a curriculum developer, she played a vital role in creating the course itself, and ensuring that it would be relevant to elementary level teachers as well. Lenora also contributed substantially to the logistics of the course, helping to develop course assignments, taking notes at each session, and helping with coordination of the timeline. Lenora also introduced several speakers.

Libby Legacy Project



"It is important, now and in the future, for our children and all who live, work and play in Lincoln County to understand the legacy of vermiculite mining and asbestos exposure."

FREE TO PUBLIC

"Learning about Our Legacy"

A series of 90 minute sessions to educate teachers, students and the community at large about the history and the legacy of mining asbestos-contaminated vermiculite with all of its ramifications.

SCHEDULE OF SESSIONS

**EACH SESSION available 4:00-5:30 and repeated at 7:00-8:30
At the Little Theatre (School Administration building)
Louisiana Ave, Libby**

Weds, Sept. 12—Geology and Mineralogy of Asbestos
Thurs, Sept 20—Discovery of Vermiculite and the Zonolite Corporation
Thurs, Sept. 27—History of W.R. Grace and the Libby Mine
Thurs, Oct. 4—Role of the State of Montana in the Libby Story
Thurs, Oct 11—Alphabet Soup: History of Governmental Agency
Involvement in the Libby Story
Thurs, Oct. 25—Biology and Toxicology of Asbestos
Thurs, Nov. 1—Human Health: Screening and Treatment
Weds, Nov. 7—The EPA and the Clean-up
Weds, Nov. 14—Current Research into the Health Effects of Asbestos

This presentation series is eligible for college credit. For more information please contact FVCC-Lincoln County Campus at 293-2721.

Humanities MONTANA

Libby Legacy Project

FREE TO PUBLIC

Discovery of Vermiculite and the Zonolite Corporation

Speaker: Jeff Gruber

Thurs., Sept. 20, 4:00 p.m. and 7:00 p.m.

Little Theatre

Humanities MONTANA

Telling Libby's Story

FVCC, area schools team up for Libby Legacy Project lecture series

By JUSTIN FRANZ of the Beacon

Two decades after the W. R. Grace and Co. vermiculite mine closed its doors, a group of Libby citizens have decided it is time to tell their town's story – the whole story.

This fall, a nine-part lecture series dubbed the Libby Legacy Project will be presented at the Little Theatre, in partnership with Humanities Montana and the Flathead Valley Community College's Lincoln County Campus. The first presentation is on Wednesday, Sept. 12 and is free and open to the public.

In 1999, Libby was designated a Superfund site by the Environmental Protection Agency because of asbestos found in the vermiculite once mined in the area. Since then, hundreds of people have died or been sickened because of asbestos-related illnesses.

The Libby Legacy Project lecture series, put on by a volunteer group of the same name, aims to tell the story of vermiculite mine. It will literally start from the beginning with a presentation about geology, mineralogy and the ore formation below Lincoln County. In the following weeks, guest speakers will talk about the discovery of vermiculite, the history of the mine, the contamination and eventual cleanup.

"It can be a social science lesson, a science lesson and everything in between," said Gene Reckin, a science teacher at Libby High School.

Reckin will speak in October about the effect of asbestos on the human body. The series is aimed at local teachers and students at FVCC, who can earn college credit for attending. Reckin said one of the primary goals of the series is to educate teachers, who can pass the information on to their students. He hopes the story of the contamination will eventually be part of the regular school curriculum.

"A whole lot of kids don't know a lot about (the contamination) and a whole lot of what they do know is second- and third-hand information," Reckin said. "Now



A baseball game near downtown Libby. In the background, behind home plate, is the facility where W.R. Grace and Co. loaded rail cars with vermiculite to be shipped around the country PHOTO FROM THE HERITAGE MUSEUM

"A WHOLE LOT OF KIDS DON'T KNOW A LOT ABOUT (THE CONTAMINATION) AND A WHOLE LOT OF WHAT THEY DO KNOW IS SECOND- AND THIRD-HAND INFORMATION, NOW THEY WILL BE GIVEN ALL OF THE FACTS."

Gene Reckin

they will be given all of the facts."

FVCC's Lincoln County campus director Pat Pazzelle said the presentations would separate factual information from "emotional information." Pazzelle worked with many community groups, including the CARD Clinic, the EPA and the school district, to establish the lecture series as a college credit course. But even if students will be attending the talks for class, Pazzelle insisted all are welcome.

"It's Libby's chance to tell its story

from its perspective," he said. "The purpose is not to paint anyone as the bad guy. It's just factual information and when people attend they can come to their own conclusions and feelings."

All nine lectures will be held at the Little Theatre on Louisiana Avenue in the School Administration Building at 4 and 7 p.m. on the following dates: Sept. 12, 20, 27; Oct. 4, 11, 25; and Nov. 1, 7 and 14.

jfranz@flatheadbeacon.com

Libby

Libby Legacy Project will educate public about city's history

The Libby Legacy Project is coming to a lecture session near you.

Beginning Wednesday, Sept. 12, the Libby Legacy Project will be offering a free series of lectures about the history and ramifications of vermiculite mining and asbestos contamination in Lincoln County.

The goal of the Libby Legacy Project, a volunteer community group, is to aid the Lincoln County community in understanding and embracing the complex legacy of its local mining history.

Topics of the lectures, which will be delivered by a variety of expert speakers, will range from the geology of the ore body to the history of vermiculite mining in Libby to the effects of asbestos on human health.

All nine lectures in the series will be held at the Little Theatre, on Louisiana Avenue in the School Administration Building, from 4 to 5:30 p.m. and from 7 to 8:30 p.m. A list of dates and topics of the lectures is below:

Wed., Sept. 12 – Geology and Mineralogy of Asbestos

Thurs., Sept. 20 – Discovery of Vermiculite and the Zonolite Corporation

Thurs., Sept. 27 – History of W.R. Grace and the Libby Mine

Thurs., Oct. 4 – Role of the State of Montana in the Libby Story

Thurs., Oct. 11 – Alphabet Soup: History of Governmental Agency Involvement in the Libby Story

Thurs., Oct. 25 – Biology and Toxicology of Asbestos

Thurs., Nov. 1 – Human Health: Screening and Treatment

Wed., Nov. 7 – The EPA

and the Clean-Up

Wed., Nov. 14 – Current Research into the Health Effects of Asbestos

These same lectures are also part of a course designed for teachers through the Lincoln County Campus of FVCC. This course is designed to help teachers incorporate aspects of the Libby story into everyday classroom learning, and will provide one of their required continuing education credits.

Other students are also welcome, however, and will be encouraged to consider

the meaning of south Lincoln County's asbestos history and future in their own lives. Should students wish to take the class for credit,

they can register at www.fvcc.edu. The lecture series and the course are partially funded by a grant from Humanities Montana.

School

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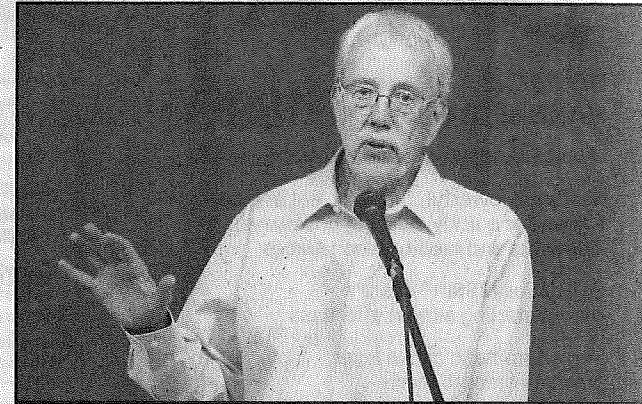
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Libby Legacy Project



Paul Sievers/The Western News

The Libby Legacy Project kicked off with the first of nine sessions Wednesday at the Little Theatre. Above, Geologist Greg Meeker of the U.S. Geological Survey discussed geology involved in the city's history of dealing with asbestos.

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I really appreciated the flexibility of either attending the 4:00 session, the 6:00 session, or viewing the DVDs at our own convenience.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

There were topics that I was more interested in from a health enhancement educator's perspective and from a personal perspective, but they were all very good and informative.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

It was great to hear from experts in each field. I felt listening to a variety of different presenters enhanced my learning of the course content.

How did the response forms contribute to your processing of each lecture?

Even though I didn't always want to fill them out, I have to admit the response forms helped me to stay focused and process each of the lectures more effectively.

Anything else you think could be improved should this course ever be offered again?

Outstanding job Libby Legacy Committee! I think you should offer this course again for all of those that missed out the first time.

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I liked having the 4:00 and later option. The time frame was great.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I think you did a great job covering the topic.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I liked having a variety of presenters. It was effective to hear from different people.

How did the response forms contribute to your processing of each lecture?

I liked having the response forms to fill out during the presentation because it helped me key in and catch the key points.

Anything else you think could be improved should this course ever be offered again?

I think there were too many sessions - too much work required for 1 credit class. Maybe have at least less presenter.

Libby Legacy Project

Course Evaluation
Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I would not change a thing. I really liked having the time options. If you had to go with one I would vote for the evening time.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I had ~~higher~~ higher hopes for the Corporate Story/Grace Story session. I'm not sure what I was expecting - probably more drama

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I definitely appreciated having the variety of expertise. It was reassuring to see all the expertise out there working on this issue!

How did the response forms contribute to your processing of each lecture?

It was helpful to have the prompts. Some of the presenters gave information so quickly that it was hard to get it all down & processed.

Anything else you think could be improved should this course ever be offered again?

If the power point ~~could be~~^{is} made available (or lecture notes) that ~~would be~~^{is} awesome. I just feel that I missed some good info because I could not get it down fast enough.

I really appreciate access to the presentations!

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Allowing for 2 different sessions, gave the freedom to adjust if something came up.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I was happy with all sessions and time allotted!
However, I thought under? that a list of some of the contributions from WR Grace could have been listed? lights at ball field, loads of fall for school sports areas, ?

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content? To hear versions from different professionals in different areas of expertise, was outstanding.

How did the response forms contribute to your processing of each lecture?

Collect my thoughts at the end of a session!

Anything else you think could be improved should this course ever be offered again?

I do not know how but, more involvement from community?

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

For me it was at a good time of the year. I coach in the spring.
The timing was ~~just~~ great for me.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I believe there is so much on this topic that there ~~is~~ not enough time to get it all in. I would think that all the teachers that missed this presentation miss out on lots of information towards our Libby History. I'm glad that the sessions were videotaped so others will have the chance to see it.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content? The presenter in this ~~part~~ class were some of the best presenters I have had the chance to hear. The knowledge of these people is at the top of their field. I would be great to have them come and present to our schools.

How did the response forms contribute to your processing of each lecture?

I can go back and look at my responses to remind me what the presentations were. When I get the DVD I will know what each talked about so I know what DVD I would like to share with my students.

Anything else you think could be improved should this course ever be offered again?

No keep offering it because I think all the people from the Libby area need to hear about it. The DVD will be nice but it is not the same as seeing the people in person.

Thank you for bring this to us. I truly enjoy the info!!

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Two sessions were an absolute necessity for me to be able to see all sessions. Thank you. I see no need for change.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I feel all topics were covered. It would have been great to have had a chance for a field trip somehow? Hands on?

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content? Each presenter brings their own expertise to the class. Also each presenter has their own individual take on certain issues.

How did the response forms contribute to your processing of each lecture?

Each response form made me think back to the presentation and attempt to implement the material in the classroom.

Anything else you think could be improved should this course ever be offered again?

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Scheduling was perfect for me. Too much time (in class, response forms, final paper) for only $\frac{1}{2}$ (one) credit. I feel more credits for class more fair.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

- 1st lecture too technical - too scientific. The last 15-30 min. would have been perfect.
- more medical info. - health info.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

The presenters did an excellent job - presenting much useful info. -- sometimes too much, too quick! I learned many new things.

How did the response forms contribute to your processing of each lecture?

I take good notes. The form seemed like "one more assignment".

Anything else you think could be improved should this course ever be offered again?

(Better lighting for old note-taking eyes)

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

As a teacher the after school times allowed me to participate in the class. When coaching the dual time also offered the the flexibility I needed. ☺ Thanks! I wouldn't change anything.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I feel like given my minimal prior knowledge, I was provided an abundance of helpful and informative information. I don't think any of it should have been left out nor can I think of anything to add.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

The variety of presenters offered the array of perspectives and expertise on the Libby Asbestos history. They allowed me to get a well rounded knowledge foundation on the subject.

How did the response forms contribute to your processing of each lecture?

The response forms help me reflect on each lecture in a way to organize the new abundance of knowledge, thoughts, and ideas. Using these forms, I can not only write the paper, but use to help communicate my knowledge and questions to others.

Anything else you think could be improved should this course ever be offered again?

Some of the science terms and presentations were difficult to understand. I was very interested, but thought I could get more out of it if it were presented at an easier level to grasp. ☺

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I liked that they were on a constant day, (for the most part) It made it easier to remember to get here. 2 sessions was helpful also.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I wish we could have had more time with the miners. It would have been interesting to hear their stories. Also to get more of their view of what was happening on the "inside"

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

It was nice to have the "whole" picture. Some were hard to listen to because they aren't presentors. But I also think they helped to give us the "whole" picture. They were very knowledgeable.

How did the response forms contribute to your processing of each lecture?

Not sure it really helped or hindered. When they were given at the beginning it was harder to listen. Trying to write and listen felt I missed some things. Liked just taking my own notes.

Anything else you think could be improved should this course ever be offered again?

Hopefully not always how can you use this in your classroom. Hard depending on grade level. Maybe more how will this help you?

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

The two different times worked for me because of my flag football season. I wouldn't change anything with the scheduling.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I would like to have seen some tests, especially like air tests, before clean up, and after clean up. I am interested in seeing those results for schools and homes in our area. I thought all the sessions were ^{useful}.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I liked the @ variety of presenters. The variety gave me a better understanding of the history, science, and clean up.

How did the response forms contribute to your processing of each lecture?

The response forms helped me remember details.

Anything else you think could be improved should this course ever be offered again?

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Having two times each night was a huge inconvenience, but wonderfully helpful!

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out? (ALSO, Nationwide impacts)

The interview with the former employees was interesting, but not as informative as it could have been. Some of the questions were trivial and irrelevant. Really, a minor deal, though.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

The format was well planned. The "chronological" order of the presenters made it all more effective.

How did the response forms contribute to your processing of each lecture?

Did help to gather and summarize the evenings' thoughts and presentations.

Anything else you think could be improved should this course ever be offered again?

I cannot think of anything. Perhaps better press coverage! (which is out of our control!!)

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

1/11/12
Libby, David

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I loved the fact that it was twice a day, that way if something came up you could still make it to one of them. I wouldn't change anything.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I thought it was covered well. I know a lot of people who struggled with the first speaker but I liked him. It was awesome to have local people talking and sharing their experiences.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

It was great! Each presenter brought their own personality to the program. A lot of the presenters seemed very grateful to be here helping out.

How did the response forms contribute to your processing of each lecture?

The response forms helped with extending the presentation, making you think more about the topic, and extending it into the classroom.

Anything else you think could be improved should this course ever be offered again?

I think all courses like this should be presented like this where you can have access to DVD's so you can still take the class.

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I liked that there were 2 opportunities and the video to attend or watch the presentations.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

The man who shared the people's names of who worked with him at the state could have been partnered w/ another session and ~~had~~ that would have allowed more time for something ~~too~~ else.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I liked having a varied presenters. It was very easy to tell those who are "kachers" and those who are specialized and haven't had to teach others.

How did the response forms contribute to your processing of each lecture?

I'm sure it help for the long term but could be distracting to me at times

Anything else you think could be improved should this course ever be offered again?

*Thank you very much
All 99

Libby Legacy Project

Course Evaluation
Wed., November 14, 2012

It's very
Beer
Healthful

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

All well done
4-5:30 - 7-8:30 two classes

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

All Done and correlated
well done
In formative

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

questions enjoyed
Anders' Involvement

How did the response forms contribute to your processing of each lecture?

Involvement's.

Anything else you think could be improved should this course ever be offered again?

Good Job
well done

Libby Legacy Project

Course Evaluation
Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

- Providing 2 times per session was wonderful.
- No, change for scheduling. Thanks 😊

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

- I can see the links between each speaker/area covered.
- I don't see anything to add or leave out.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

- I don't see how the areas could have been covered w/o the variety of speakers.
- It was ~~so~~ inspiring to be given the information directly from the experts.

How did the response forms contribute to your processing of each lecture?

- Accountable is good.
- Also, I'm keeping them all for future reference.

Anything else you think could be improved should this course ever be offered again?

- Power point packets are helpful to me.

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Hour and a half sessions were great. It has been a long road but worth it.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I would have liked to have heard more from the mine, WK Grace, overhead, etc.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

Of course it gave us a broad spectrum approach from a variety of professionals dealing w/LA. It gave the project validity, great information, + many sources to cont. to look into.

How did the response forms contribute to your processing of each lecture?

It helped, but I wish I didn't have to answer q's to the point of almost missing some of the content. There needs to be more of a balance, ~~maybe not~~

Anything else you think could be improved should this course ever be offered again?

More credits for time & commitment put into course

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I really liked having the class right after work. Having it on the same night, most of the time, made it easy to remember. I don't have a suggestion for change.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I found all the topics important and informative. I would like to know more about the Card Clinic's studies.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I did like having different speakers with different expertise each week. Each presenter was able to explain their area of knowledge well.

How did the response forms contribute to your processing of each lecture?

I felt that they were helpful in allowing me to remember the past week's session. I especially liked having them during the discussion to take notes on.

Anything else you think could be improved should this course ever be offered again?

I can see any areas of improvement.

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

The schedule was fine - I loved all the great comments Rachel made on our response forms -

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I think they were all necessary - even if I didn't understand all - because they all play a part in our Libby Legacy.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content? It was great to look at the same problem from different points of view.

How did the response forms contribute to your processing of each lecture?

They made me think - how each area had some different aspect of effect of vermiculite exposure and how it interacts.

Anything else you think could be improved should this course ever be offered again?

I almost think that we need a glossary of the letter acronyms - I have a hard time keeping track of what shorthand abbreviations are.

Course Evaluation
Wed., November 14, 2012

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

I would not change anything about the schedule. The 2 different times was nice because of possible school conflicts. The hour and half duration was perfect.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I wish the interviews with local mine workers could have been more than 1 session. I really enjoyed hearing about the ins and outs of daily life up there. The local history was really interesting and informative for me. I don't think anything should have been left out. They presented the whole picture.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

The variety of presenters was choppy for me. The presenters did a nice job of relating to ~~each~~ the other presentations, but some material was repeated and I feel that a few holes were made with the wide variety of presenters/opinions.

For me lectures are hard for me. It was nice to be able to have a focus on what to listen for. I like to take notes, so I liked the handouts.

Anything else you think could be improved should this course ever be offered again?

I would be interested in ideas on how to help the community move forward now. We have the education, but what's most important is to pass on.

Libby Legacy Project

Course Evaluation
Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

All aspects were very accomadating! Thank you.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I don't think there was anything missing and I don't know how you could fit anything in! Maybe in the future some more results on the "Latency" research.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

Using different presenters opened my eyes to the depth of this project! I had no idea what kind of effect the Libby ~~Archibole~~ ^{is} ~~was~~ ^{improving}, the research involved, and the incredible ^{Brilliant} ~~people~~ ^{people} that live in our community. Now I have a little idea, just multiply it by ??? :)

How did the response forms contribute to your processing of each lecture?

I like being held accountable, and appreciate the comments back, knowing its not for nothing. Also the questions the ~~the~~ forms gave me some direction in what to think about, question, and implement in my curriculum.

Anything else you think could be improved should this course ever be offered again?

~~I like the~~ ^{Access to some of lectures/notes} online, or on a CD. I would like to make sure when presenting in class, I'm giving accurate info. The Time Line will ~~be~~ ^{be} ~~not~~ ^{not}

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

Nothing

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

A little more time spent on the toxicology & nothing left out.

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I believe it created a holistic approach to the subject matter.

How did the response forms contribute to your processing of each lecture?

It made me think back on the lecture and re-analyze what had been presented to me.

Anything else you think could be improved should this course ever be offered again?

No. Excellent Course

Libby Legacy Project

Course Evaluation

Wed., November 14, 2012

Please respond to the following questions:

What aspects of the scheduling of the course (time, duration of sessions, etc) worked well for you? What would you change about the scheduling of the course?

The scheduling was very convenient, especially for the teachers. And very good idea to offer two sessions per night/week.

What topics did you feel were missing from the course? Were there some you wish had been given more time? Some that could have been left out?

I liked the panel of workers from the mill/mine (week 2?).

I would have liked more of that - ie - more from people that actually worked at or were involved with the "source" of the problem. Left out? → nothing, it was all good

Please discuss the use of a variety of presenters for each session. How did this affect your learning of the course content?

I believe you covered all the bases and angles of this situation. The course content was well, very well, thought out.

How did the response forms contribute to your processing of each lecture?

The forms directed my attention and focus.

The forms will help with the final assignment.

No, ~~if there~~ I probably would not have taken notes, even if there were not ^{response forms}.

Anything else you think could be improved should this course ever be offered again?

Incorporate a few more locals into the course, if at all possible. Otherwise, great job!

Lessons Learned and Project Follow-Up

- 1) The progression of speakers and topics in the course was extremely effective. We spent a good deal of planning time trying to decide the order of such disparate topics to ensure that no information was introduced without proper background. We designed the order according to our timeline, moving from geology to history to health effects to modern research. And it worked wonderfully.

Presenting the lectures twice each night, although extremely time-consuming for project members, proved highly effective in terms of encouraging teacher and general public participation. We consistently received highly positive feedback on this aspect of the course.

We have also been very pleased with our decision to record the presentations, in order to share those DVDs with teachers who missed the course and with the public at large. In addition, we've been happy to see the interest in our videos posted online.

- 2) In retrospect, we all would work even harder to advertise our efforts. We struggled to get local media to cover the project – every article that ran in local papers was written by a member of the project and submitted as a press release. Otherwise, in terms of the actual development and execution of the course, we were very pleased.
- 3) We have already begun on some of our follow-up activities for the project, which include encouraging use of the timeline and Legacy Project information in Libby Public Schools. Project members have visited the schools to present information from the project, and timelines are already being used in classrooms.

Also, four project members are engaged with the local Heritage Museum in an oral history project that centers around asbestos contamination and vermiculite mining in Lincoln County. These interviews will later be used as part of an exhibit at the museum surrounding our Libby story.

At some point in the future, it would probably be beneficial to the community to offer the lectures again, particularly as we continue to learn more about current research and asbestos toxicology.